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ABSTRACT

To examine the impact of administrators' opinions on teacher quitting behavior, this document constructs a model using seven categories: (1) "actor traits," a teacher's personal characteristics; (2) "building characteristics," aspects of the work setting; (3) "investments/options," commitment factors such as years on the job and translatability of skills to other employment; (4) "satisfaction/solidarity," commitment factors such as the intrinsic meaningfulness of a job and a sense of collegiality with coworkers; (5) teachers' perception of administrative style, involving faculty evaluation, academic support, and school-community relations; (6) role alienation, as through a sense of powerlessness or isolation; and (7) "role exit," or quitting. Of 7,000 questionnaires, testing 12 hypotheses, that were sent to staff members in a large southwestern public school district, 3,389 were returned and usable. Results--presented in nine tables and two diagrams indicating correlations among variables drawn from the seven categories--provide little support for the view that principals' attitudes are the most decisive factor in teacher quitting behavior. In those relatively few cases where teachers do quit, considerations such as investments/options and causes of role alienation over which principals have little control are more influential than discrepancies between teachers' and administrators' perceptions of administrative style. A bibliography is included. (JBM)

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Some Relationships Between Administrators' Opinions and Teachers' Quitting Behavior in an Urban Public School System

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Abstract

Using the constructs of actor traits, building characteristics, investments/alternatives, satisfaction/solidarity, administrative style conflict, teacher role alienation, and teacher role exit, this paper analyzes data in order to develop models which summarize the relationship to role alienation and to quitting behavior. Based on previous research, models are advanced and then empirically revised. The paper closes with a discussion of implications of this research.

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Teacher Commitment and Teacher Turnover

America's urban public schools continue to face high turnover rates. To a considerable degree, the social forces of the urban scene and the demographic and legal aspects of desegregation have accelerated the turnover rates. Additionally, relatively low pay, problematic security, oversized classes, culture shock, disinterest among students, parents, and administrators perceived by school employees, and the growing bureaucratization of education have interacted with changing teacher demographics and a diminishing public support for education to heighten the dropout problem among school staff. (See for example, Moeller, 1964; Stub, 1968; Gottlieb, 1964; N.I.E., 1972; Pavalko, 1965, 1970; and Dworkin, 1980.)

Teacher dropout behavior is nonetheless selective. Younger, white teachers of middle class origins, assigned to schools whose student body have racial make-ups which differ from those desired by the teachers, are several times more likely to indicate that they plan to quit teaching, and actually do quit teaching, than any other category of teacher (Dworkin, 1980). However, even among individuals in the "high risk" category, there is considerable variance in the probability of leaving teaching.

The present paper seeks to examine several theoretical constructs which seem logically, and have been noted in the literature, to serve to increase the risk of teacher role alienation and burnout, and in turn, role exit, or quitting behavior. These constructs, taken from several of the social sciences, examine the explanatory power of the unique characteristics a teacher brings to a school setting, the school setting itself, the aggregation of commitment factors which issue from the merging of a teacher and a school setting, and the teacher's perception of the principal's administrative style. What follows is a definition of the constructs used in building a model of teacher role alienation and role exit, along with relevant literature associated with the constructs as well as their operationalizations. The constructs to be explored are as follows:

actor traits, building characteristics, investments/alternatives satisfaction/solidarity, administrative style conflict, teacher role alienation, and teacher role exit.

Actor Traits. These are an aggregation of social psychological and social structural aspects of an actor which serve to predispose one response over another. They represent factors which, generally speaking, an actor brings to a job setting, rather than elements which emerge from interactions in the setting. Thus, actor traits tend to place perceptual or real limits on the options available to actors when confronted by desirable or undesirable situations. For example, such structural variables as sex, race, or class serve to open or close networks of other career options, while such social psychological variables as locus of control and prejudice, serve to make certain options more or less desirable (See Dworkin, 1980; Dworkin and Dworkin, 1982). In the present paper, we have operationalized the structural aspects of actor traits to include age, sex, race, father's occupation (a status attainment variable to stand in for class origin), and have operationalized the social psychological aspects of actor traits to include the Rotter (1966) index of personal efficacy (locus of control) and an index of prejudice.

Building Characteristics. These represent aspects of the work setting which may selectively attract or repel employees. They are the demographics of the school setting, which are known to have attitudinal and behavioral consequences. Since attitudes (such as feelings of role alienation) and behaviors (such as role exit or quitting behavior) are known to be contextually grounded (see Deutscher, 1973; Dworkin and Dworkin, 1982), the building characteristics are literally the context. Much of the work on teacher turnover and commitment has noted that higher rates of teacher flight are associated with schools with high percentages of minority students, schools which are large, and secondary schools. These variables are included in the operationalization of the construct. Additionally, schools which have had higher than expected turnover rates in the past, are assumed to be contexts in which present teacher alienation and turnover will be high, barring the elimination of the offending factors. Thus, we have

operationalized the construct building characteristics as grade level, school size, percent minority in the school, and faculty turnover rate in the previous two years. The next two constructs (investments/alternatives and satisfaction/solidarity) represent parts of a sociological theory of work commitment.

Investments/Options. This approach to commitment, advanced by Becker (1960), and based upon the ideas of Schelling (1956, 1960), views commitment as the structural addition of "side-bets" which make it increasingly more painful to abandon a career or a line of activity. The Becker model represents a theory of motivation in which the actor, in justifying past and/or present actions to himself or herself and to others, evokes explanations which are external to the execution of the job tasks per se. Such structural factors as years on the job, educational attainment especially within a career specialty, job status, mobility on the job, and salary have been shown by Becker (1960) and Alutto et al. (1973) to account for commitment, especially in terms of attitudes toward quitting. Dworkin (1982) has advanced that job translatability, or the extent to which an actor can move to another sector of the economy without substantial retraining, represents still another, more positive aspect of side-bets. That is, if an actor has skills which could be taken to another job or career, without the abandonment of past training, then such an extrinsic factor might account for exit behavior. (Side bet factors are generally used to explain staying behavior.) A second such "option" would be relative income independence, or the extent to which the individual has alternative sources of income which could off-set hardships occasioned by a role exit. The measurement of such a variable would involve the computation of the proportion of total family income which issues from the teacher's salary expressed as a percentage. As in the case of translatability, the higher the income independence value, the greater the option of role exit available to the teacher.

Satisfaction/Solidarity. Counterposed against the side-bet approach to commitment, Ritzer and Trice (1969), Shoemaker et al. (1977), and Stevens et al. (1978)

have found greater support for a social psychological model which emphasizes satisfaction and solidarity as forces behind work commitment. For these investigators, factors intrinsic to the work, including a sense of satisfaction that one's work is meaningful and a feeling of collegiality with co-workers, better account for the continuance of career behavior than do accumulated side-bets.

The specific social psychological factors which comprise our measure of satisfaction/solidarity are an index of perceived discrimination against oneself and one's group by administrators, a measure of the teacher's satisfaction with the racial distribution of students at the assigned campus (used previously in Dworkin, 1980; Dworkin, 1982), attitudes toward the federally imposed desegregation mandates which assigned the teacher to the school and an index of collegial solidarity. It is proposed that lower levels of role alienation and less actual role exit will be associated with greater satisfaction and solidarity.

Administrative Style Conflict. Stapleton, Croft, & Frankiewicz (1979); Fulcher (1970); Hearn (1971, 1974); and Conklyn (1976) have each shown that the behavior of administrators, as interpreted by the teachers, is a significant force in making a teacher feel wanted or unwanted. Telschow (1982) observed that even in the presence of stress and student-based violence, teachers report that they are able to cope provided that they feel that their principal is supportive of them and that they agree with their principal's administrative style. The present research utilized a ten-item measure of administrative style, which factor analytically produced three dimensions. These dimensions were faculty evaluation, social management, and academic management. The first represents the surveillance function of principals, or the extent to which the principal evaluates teachers on the maintenance of discipline and the academic achievement of the students; the second, represents the role of the principal as coordinator of social relationships between the school and the community, often interfacing for the teachers; and the third represents the mentor role of the principal, facilitating the

academic experience of the teachers, especially the newer ones. A difference score is computed between the significance of that role as seen by the teacher and by his or her principal. That is, each teacher and each principal evaluated the role of principal, and the discrepancies between the two perceptions constituted a measure of administrative style conflict. It is assumed that role alienation and role exit will be positively associated with discrepancies in the perception of the administrative role.

Role Alienation. Utilizing Seeman's (1959, 1975) classic statement of the concept, alienation is viewed as a sense of powerlessness, meaninglessness, isolation, estrangement, and normlessness. Powerlessness represents the sense that one has little chance of influencing work processes and being listened to by superordinates. Meaninglessness is a sense that one's work contributes nothing. Isolation is a feeling of being alone. Estrangement is a sense that one's work is divorced from central personal values. Normlessness is a sense that there are either no rules to govern the orderly activities of one's job, or that the rules are so capricious that following them is counterproductive toward attaining stated goals. This view of alienation encapsulates the theoretical stances of Marx, Mannheim, Freud, Weber, and Durkheim, as well as many existentialists such as Camus and Sartre. Dworkin, Black, and Sanders (1978); Dworkin (1980); Dworkin and Chafetz (1981); Dworkin, Chafetz, and Dworkin (1982); Dworkin (1982), and Caram (1982) have each used the operationalizations of alienation in this fashion. Presented in Table 1 are the results of a factor analysis of the alienation items. The factor score coefficients derived from the factor analysis were used to measure role alienation.

Role Exit. This construct involved the culmination of job alienation. Role exit is the actual withdrawal from a role and best viewed as actual quitting behavior. Kanter (1968) viewed this as the ultimate behavioral index of the absence of commitment. In a similar fashion, Ebaugh (1977) has explored role exit and measured it by staying or quitting behavior.

Presentation of the Model

Presented in Figure 1 is a display of the relationships hypothesized to exist between the conceptual (theoretical) variables. It is hypothesized that the conjoined effects of actor traits, building characteristics, investments and alternatives, satisfaction and solidarity will directly affect role conflicts with principals. These four categories of conceptual variables will also directly impact role alienation and role exit, while the role conflict with principals will directly impact role alienation and quitting. Finally, role alienation will affect quitting behavior. The specific hypotheses are as follows:

H_1: The more the traits of a teacher impose real or perceptual limits on the options of the teacher to alter or change career trajectories, the less will that teacher disagree with his/her principal on the importance of the administrative roles performed by the principal.

H_2: The more a teacher invests in a teaching role, the less will that teacher disagree with his/her principal on the importance of the administrative roles performed by the principal.

H_3: The more alternatives a teacher has for work roles outside of teaching, the more will that teacher disagree with his/her principal on the importance of the administrative roles performed by the principal.

H_4: The greater the satisfaction and solidarity a teacher feels with his/her colleagues, the more will that teacher agree with his/her principal on the importance of the administrative roles performed by the principal.

H_5: The more the building characteristics of the school to which a teacher is assigned resemble those of stress-filled and threatening settings, the more will that teacher disagree with his/her principal on the importance of the administrative roles performed by the principal.

H_6: The more the traits of a teacher impose real or perceptual limits on the options of the teacher to alter or change career trajectories, the less will that teacher express role alienation and the less likely will that teacher exit the teaching role.

H_7: The more a teacher invests in a teaching role, the less will that teacher express role alienation and the less likely will that teacher exit the teaching role.

H_8: The more alternatives a teacher has for work roles outside of teaching, the more will that teacher express role alienation and the more likely will that teacher exit the teaching role.

H_9: The greater the satisfaction and solidarity a teacher feels with his/her colleagues, the less will that teacher express role alienation and the less likely will that teacher exit the teaching role.

H_{10}: The more the building characteristics of the school to which a teacher is assigned resemble those of stress-filled and threatening settings, the more will that teacher express role alienation and the more likely will that teacher exit the teaching role.

H_{11}: The less a teacher disagrees with his/her principal on the importance of the administrative roles performed by that principal, the less will that teacher express role alienation and the less likely will that teacher exit the teaching role.

H_{12}: The more a teacher expresses alienation from the teaching role, the more likely is that teacher to exit the teaching role.

The Sample

The present study represents part of a larger research project mandated by the school board of one of the nation's largest urban school districts in a Southwestern metropolis. In order to facilitate a higher than average return rate, the questionnaires were sent to the homes of 7,000 individuals presently working in the school district. A total of 3,549 staff members completed it. Excluding unuseable questionnaires and those completed by non-certified staff members, the current investigation is based upon a sample of 3,389 individuals.

It is important to note that on each of twelve demographic and organizational variables, the sample matched the district's population characteristics within a percentage point or less. These variables include: age, race, gender, occupational categories in the district, individual campus assignment, total years experience, years in the particular school district, grade level of teaching, racial composition of student bodies, salary, contract status (tenure status), and academic degrees earned. Thus, no measurable structural bias separated the return from the unreturned questionnaires, thereby permitting generalizations of finding to be made to the total population (Bridge, 1974).

Prior to the test of the whole model it was necessary to construct the indices of management style and to obtain the discrepancy scores between the teacher's evaluation and the principal's evaluation of the principal's role. The assessment of the

administrative style was begun by a factor analysis of the ten items constituting the activities of a principal. As can be seen in Table 1, all items except the management of the school's budget loaded significantly on one of the three obtained factors. Utilizing oblique rotation, it was found that the factors bore an intercorrelation of less than .20, thereby suggesting that there were three essentially orthogonal factors. Factor one represented two items which focused on the evaluation and surveillance role of the principal and was labeled faculty evaluation (FACEVL). The second factor dealt with academic issues of the principal role and was called academic management (ACCMGT), and the third factor focused upon the interpersonal relations tasks of the principal and was labeled social management (SOCMGT). Factor score coefficients were computed for each subject. In turn these coefficients, one for each of the three factors, represented a given teacher's score on the factor. Then this score was subtracted from the score on the factor obtained for that teacher's own principal. In instances where no score was available for a principal, the average score for all principals was used. This strategy is justified by the relative absence of variance in the responses of all princpals. The discrepancy between the evaluation made by the principal and that of the teacher constituted the measurement of the disagreement with each of the components of management style of the principal presented in the hypotheses.

Table 2 presents the operationalizations of the theoretical constructs, along with their directional coding, means and standard deviations. In order to test the model hypothesized in Figure 1 and the ensuing propositions, a series of multiple regressions were run and the standardized regression coefficients (Betas) were used as path coefficients. Table 3 through Table 7 present the initial test of the model, including the zero order correlation coefficients between the dependent variables and the independent variables. In tables 3 through 5, we present the regression of each of the management style discrepancy scores on the four categories of exogenous variable (actor

traits, building traits, investments/alternatives, and satisfaction/solidarity). In table 6 we present the regression of role alienation on the management style discrepancy scores and the exogenous variables. Finally, in Table 7 we present the regression of quitting behavior on role alienation, the management style scores, and the exogenouos variables. It is apparent from the examination of the tables that the exogenous variables do not explain much of the variance in administrative style discrepancy (only 3 to 8 percent), although there is some support for the hypotheses 1 through 4.

A much larger amount of the variance in role alienation is explained by the exogenous and the administrative style variables (R^2 = .32). However, only a discrepancy over faculty evaluation is associated with greater alienation. In contradistinction, a discrepancy over academic management is associated with less role alienation while there is no association between role alienation and a discrepancy over social management.

Less than 9 percent of the variance in quitting behavior can be explained by the model, using all of the predictors. In fact, no significant path coefficient exists between quitting behavior (role exit) and the satisfaction/solidarity variables or the administrative style variables. The only actor traits associated with role exit are age, sex, and race, with, as expected from previous research, older teachers and minority teachers quitting less often than younger teachers and ethnic minorities and women quitting more often than men. Among building characteristics only grade level is associated with quitting behavior. This is understandable in light of Dworkin's (1982) observation that secondary teachers possess more translatable skills (skills which make them more employable in industry) than do elementary school teachers.

Among investments and alternatives, years teaching, income independence, and educational attainment in one's specialty were associated with quitting behavior. Teachers with more years invested in teaching and those with specialized training quit less than those without such investments. Teachers with economic alternatives such

as alternative sources of income (income independence) are more likely to quit. Finally, alienated teachers were more likely to quit than were those not alienated.

Tables 8 and 9 present the decompositions of the path models into direct, indirect, and total effects. The tables also present the non-causal associations. It is apparent that for alienation there are no significant indirect effects, but only significant direct effects. In addition, there is a sizeable portion of covariance which is non-causal. In the absence of significant indirect effects, it is necessary to redraw the causal model, eliminating all indirect paths. From the decomposition of role exit (quitting) it is also apparent that there are no endogenous paths and no indirect paths. The simplified model can also be presented. See Figures 2, and 3.

Summary of Findings

Although very little variance in quitting behavior is explained among the constructs and variables of this study, none is accounted for by discrepancies in teachers' and administrators' perceptions of the principal's administrative style. Other constructs in the study were contributors to role exit behavior. A sizeable amount of variance in alienation is accounted for by several variables including the faculty evaluation and academic management dimensions of administrative style. However, investments/alternatives and satisfaction/solidarity are stronger contributors to this variance. Quitting behavior and alienation were more likely to be influenced by structural characteristics and the lack of options such as job translatability and income independence.

Discussion

There is little support for the statement that principals drive teachers away from teaching, or indeed that they sustain and nurture teachers in their professional performance. Rather, the results of this study suggest that, where alternative employment opportunity and the appropriate skills exist among teachers, the principal's

style may drive them to that alternative employment. This is a very important question for further research.

Actual quitting behavior (except for natural causes) was infrequent and where it occurred it was more strongly associated with the investments/alternatives among teachers. Alienation is a contributor to role exit, and, in turn, a number of the constructs contribute to alienation although very little directly to role exit.

Among the factors contributing to role alienation, discrepancy in administrative style, while statistically significant, accounted for a miniscule amount of variance (at most 10%). When this is combined with the low incidence of role exit by teachers there is a very important implication for practice in education. In general, most teachers stay and are alienated more by aspects other than perceived discrepancies in administrative style. In addition, many of the influential constructs in this research are aspects about which principals can do very little. One consequence of the need for large school systems to collect data on and make changes in staffing distributions is an increased centralization of control and hence an increased system influence on exogenous aspects, i.e., things that influence alienation and quitting behavior the most. At the same time, the responsibilities of the principal and training programs for the position (Cornett, 1983) increasingly emphasize instructional and human resource development aspects of the school, i.e., things that the models here suggest have little influence on teacher alienation or retention.

Finally, this paper suggests that the development of models from data collected in large urban school systems, as a continuing effort, can serve to both explore the causal context of aspects and factors which are associated with alienation as well as to confirm or refute the assumptions about those causes and consequences.

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Table 1

Factor Analysis of Administrative Style Items

Item	Factor I	Factor II	Factor III
Handling Student Discipline	.067	.052	.484
Management of School's Budget, Facilities and Supplies	.142	.271	.195
Public Relations	.137	.299	.385
Class Scheduling	.203	.392	.247
Handling Student, Faculty Conflict	.144	.149	.548
Evaluating Faculty on Student Discipline and Classroom Order	.610	.224	.239
Evaluating Faculty on Student Achievement	.716	.212	.113
Assisting in Curriculum Planning	.338	.533	.096
Arranging and Promoting Extra Curricular Activities	.132	.559	.015
Counseling Students	.076	.465	.216

Significant loading = .35

Table 2

Observed Variables, the Measurement, Means, and Standard Deviations

Construct and Variable	$\bar{X}$	s.d.
ACTOR TRAITS		
Father's Occupation (S.E.I.)	46.562	14.285
Age (yrs)	38.388	11.317
Sex (m=0; f=1)	.804	.397
Race (B=1; Br=2; Or=3; Wh=4)	3.198	1.301
External Score	3.119	2.133
Prejudice Score	3.762	1.952
BUILDING CHARACTERISTICS		
Grade Level (El=1, Jr=2; Sr=3)	1.915	1.294
School Size (# of students)	1135.753	619.454
Percent Minority (actual %)	31.760	36.797
Faculty Turnover (actual %)	31.830	30.641
INVESTMENTS/ALTERNATIVES		
Education beyond BA, BS (yrs)	2.164	.846
Years Teaching (actual)	9.896	8.549
Major Duty Code (1=Pr to 5=Reg.Teaching)	3.932	.795
Contract Status (1=tenured to 3=no contract)	1.424	.700
Mobility Experience Score	-0.026	2.955
Salary in $	12336.096	2535.970
Income Independence in $	13548.705	9730.797
Job Translatability Score	.252	.434
SATISFACTION/SOLIDARITY		
Discrimination Score	.231	.422
Assignment Attitudes Score	.068	.738
Singratio Attitudes Score	-0.110	.907
Collegial Solidarity Score	3.814	1.566
ADMINISTRATIVE STYLE		
Faculty Evaluation Score	2.7711	.807
Social Management Score	2.8778	.722
Academic Management Score	2.6174	.795
ROLE ALIENATION		
Alienation Score	.013	.928
ROLE EXIT		
Quit (1=quit; 0=not quit)	.124	.330

Table 3

Dependent Variable: Faculty Evaluation

Construct and Variable	r	Beta	F
ACTOR TRAITS			
Father's Occupation	-.0101	-.037	2.896*
Age	-.1349	-.094	7.529*
Sex	-.0628	-.092	17.090*
Race	.0347	.051	2.324*
External	.1766	.147	48.203*
Prejudice	-.0161	-.029	.880
BUILDING CHARACTERISTICS			
Grade Level	.0243	.024	1.252
School Size	.0447	.046	2.279*
Percent Minority	.1265	.081	12.822*
Faculty Turnover	.0430	-.037	.925
INVESTMENTS/ALTERNATIVES			
Education beyond BA, BS	-.0691	-.008	.125
Years Teaching	-.1066	.094	4.500*
Major Duty Code	.1184	.069	6.960*
Contract Status	.0450	-.008	.129
Mobility Experience	.0024	.024	1.339
Salary	-.1482	-.090	3.895*
Income Independence	-.0660	-.023	1.228
Job Translatability	-.0763	-.043	3.677*
SATISFACTION/SOLIDARITY			
Discrimination	.0879	.065	8.957*
Assignment Attitudes	-.0553	-.007	.100
Singratio Attitudes	.0130	-.038	2.868*
Collegial Solidarity	.0612	.026	1.376

$R = .2862$

$R^2 = .082$

$F = 9.166$

Table 4

Dependent Variable: Social Management

Construct and Variable	r	Beta	F
ACTOR TRAITS			
Father's Occupation	.0360	.043	3.803*
Age	-.0981	-.047	1.821*
Sex	-.0702	-.084	13.304*
Race	-.0254	-.080	5.523*
External	.0989	.073	11.466*
Prejudice	-.0123	-.027	1.563
BUILDING CHARACTERISTICS			
Grade Level	.0397	.023	1.118
School Size	.0413	-.007	.049
Percent Minority	.0209	-.010	.193
Faculty Turnover	.0215	.052	1.731*
INVESTMENTS/ALTERNATIVES			
Education beyond BA, BS	-.0250	.009	.136
Years Teaching	-.0890	.022	.227
Major Duty Code	.0542	.011	.167
Contract Status	.0396	-.011	.217
Mobility Experience	-.0048	.002	.011
Salary	-.0920	-.098	4.319*
Income Independence	-.0313	-.001	.001
Job Translatability	.0127	.031	1.888*
SATISFACTION/SOLIDARITY			
Discrimination	.0592	.049	4.738*
Assignment Attitudes	-.0387	-.021	.862
Singratic Attitudes	.0183	-.012	.271
Collegial Solidarity	.0408	.024	1.085

R = .1872

R^2 = .035

F = 3.730

Table 5

Dependent Variable: Academic Management

Construct and Variable	r	Beta	F
ACTOR TRAITS			
Father's Occupation	-.0669	.002	.009
Age	.1362	.088	6.594*
Sex	.0359	.041	3.351*
Race	-.1600	-.104	9.666*
External	-.0785	-.060	8.106*
Prejudice	.0018	.014	.417
BUILDING CHARACTERISTICS			
Grade Level	-.0911	-.070	10.755*
School Size	-.0829	-.031	1.015
Percent Minority	-.0730	-.011	.242
Faculty Turnover	-.1608	-.051	1.678*
INVESTMENTS/ALTERNATIVES			
Education beyond BA, BS	.0818	.000	.000
Years Teaching	.1351	-.023	.275
Major Duty Code	-.0908	-.027	1.074
Contract Status	-.0392	.029	1.491
Mobility Experience	.0139	-.003	.015
Salary	.1598	.090	3.796*
Income Independence	.0085	-.007	.124
Job Translatability	.0564	.021	.877
SATISFACTION/SOLIDARITY			
Discrimination	-.0573	-.031	2.023*
Assignment Attitudes	-.0015	-.012	.308
Singratic Attitudes	-.0332	.016	.494
Collegial Solidarity	-.0836	-.050	5.206*

$R = .2680$

$R^2 = .072$

$F = 7.950$

Table 6

Dependent Variable: Alienation

Construct and Variable	r	Beta	F
ACTOR TRAITS			
Father's Occupation	.0784	-.005	.068
Age	-.2179	-.118	15.941*
Sex	-.0220	-.038	3.798*
Race	.1525	.124	18.500*
External	.3010	.204	122.610*
Prejudice	.0529	.017	.843
BUILDING CHARACTERISTICS			
Grade Level	.0324	.026	1.989*
School Size	.0099	-.011	.000
Percent Minority	.2252	.113	32.990*
Faculty Turnover	.0900	-.026	.623
INVESTMENTS/ALTERNATIVES			
Education beyond BA, BS	-.1120	.005	.062
Years Teaching	-.1818	.082	4.653*
Major Duty Code	.1382	.030	1.837*
Contract Status	.0529	-.048	5.704*
Mobility Experience	-.0567	-.020	1.345
Salary	-.2264	-.106	7.242*
Income Independence	-.0484	-.032	3.087*
Job Translatability	-.0837	.006	.094
SATISFACTION/SOLIDARITY			
Discrimination	.2750	.134	51.022*
Assignment Attitudes	-.1088	-.050	6.926*
Singratio Attitudes	.3403	.235	147.755*
Collegial Solidarity	.2394	.075	15.888*
ADMINISTRATIVE STYLE			
Faculty Evaluation	.2341	.107	28.565*
Social Management	.0991	-.001	.004
Academic Management	-.1880	-.056	7.838*

Multiple R = .5651 R^2 = .3193 F = 42.351

Table 7

Dependent Variable: Quitting Behavior

Construct and Variable	r	Beta	F
ACTOR TRAITS			
Father's Occupation	.0724	.006	.080
Age	-.2290	-.146	18.123*
Sex	.0617	.016	.537
Race	.1554	.115	11.742*
External	.0458	.006	.072
Prejudice	-.0365	-.023	1.154
BUILDING CHARACTERISTICS			
Grade Level	-.0319	-.034	2.505*
School Size	-.0299	-.003	.007
Percent Minority	.0951	.015	.433
Faculty Turnover	.0749	.008	.044
INVESTMENTS/ALTERNATIVES			
Education beyond BA, BS	-.1470	-.037	2.350*
Years Teaching	-.2333	-.065	2.180*
Major Duty Code	.0969	.032	1.491
Contract Status	.1253	.022	.879
Mobility Experience	.0052	.016	.633
Salary	-.2129	.007	.023
Income Independence	.0534	.071	11.351*
Job Translatability	-.0009	.022	1.091
SATISFACTION/SOLIDARITY			
Discrimination	.0179	.003	.014
Assignment Attitudes	-.0110	.023	1.088
Singratio Attitudes	.0194	-.004	.025
Collegial Solidarity	.0235	-.012	.280
ADMINISTRATIVE STYLE			
Faculty Evaluation	.0398	.001	.002
Social Management	.0242	.007	.092
Academic Management	-.0505	.010	.174
ROLE ALIENATION			
Alienation	.1063	.046	3.640*

Multiple R = .2999 R^2 = .0899 F = 8.572

Table 8

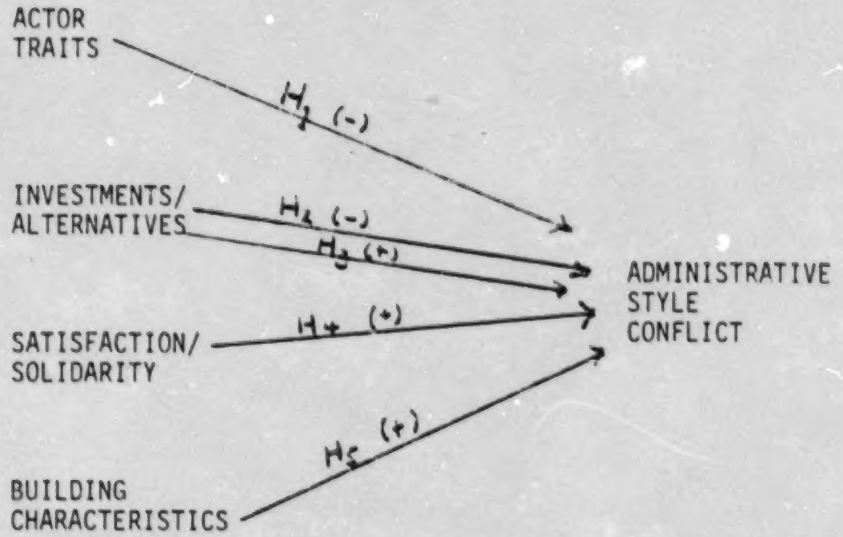
Dependent Variable: Decomposition of the Model of Alienation

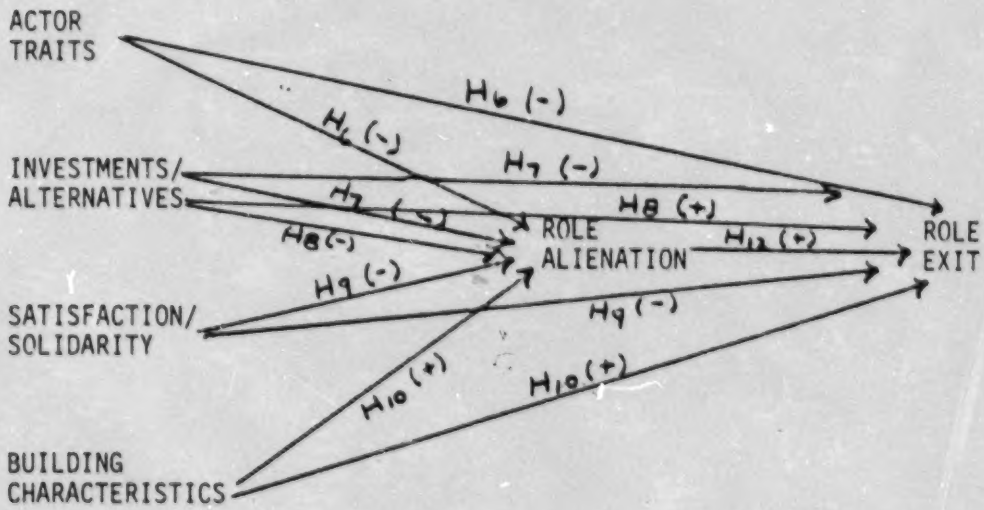
		Total Covariate	Direct Effect	Indirect Effect	Total Effect	Non-Causal
X_{23}	FACEVL	.234	.107*	--	.107*	.127
	SOCMGT	.099	-.001	--	-.001	.100
	ACCMGT	-.188	-.056*	--	-.056*	-.132
X_{24}	FAOCC	.078	-.005	-.004	-.009	.087
	Age	-.218	-.118*	-.015	-.233*	.015
	Sex	-.022	-.038*	-.012	-.050*	.028
	Race	.153	.124*	.011	.135*	.018
	External	.301	.204*	.019	.223*	.078
	Prejudice	.053	.017	-.003	.014	.039
X_{25}	Grade	.032	.026*	.006	.032*	.000
	School Size	.010	-.011	.006	-.005	.015
	% Minority	.225	.113*	.009	.122*	.103
	Faculty T/O	.090	-.026	-.001	-.027	.117
X_{26}	Extra Ed	-.112	.005	-.001	.004	-.116
	Years	-.182	.082*	.010	.092*	-.274
	MDC	.138	.030*	.009	.039*	.099
	Contract	.053	-.048*	-.002	-.050*	.103
	Mobility	-.057	-.020	.003	-.023	-.034
	Salary	-.226	-.106*	-.015	-.121*	-.105
	Inc Ind	-.048	-.032*	-.002	-.034*	-.014
	Transl	-.084	.006	-.006	.000	-.084
X_{27}	Disc	.275	.134*	.009	.143*	.132
	Assign Att	-.109	-.050*	.000	-.050*	-.059
	Singratio Att.	.340	.235*	-.005	.230*	.110
	Collegial Solidarity	.239	.075*	.006	.081*	.158

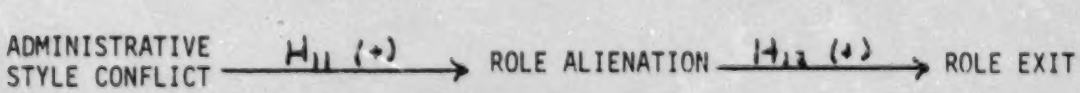
Table 9

Dependent Variable: Decomposition of the Model of Quitting

		Total Covariate	Direct Effect	Indirect Effect	Total Effect	Non-Causal
X_{12}	Alien	.106	.046*	--	.046*	.060
X_{13}	FACEVL	.040	.001	.005	.006	.034
	SOCMGT	.024	.007	.000	.007	.017
	ACCMGT	-.051	.010	-.003	.007	-.058
X_{14}	FAOCC	.072	.006	.000	.006	.066
	Age	-.229	-.146*	-.005	-.051*	-.178
	Sex	.062	.016	-.003	.013	.049
	Race	.155	.115*	.004	.119*	.033
	External	.046	.006	.010	.016	.030
	Prejudice	-.037	-.023	.001	-.022	-.015
X_{15}	Grade	-.032	-.034*	.001	-.033*	.001
	School	-.030	-.003	-.001	-.004	-.026
	% Minority	.095	.015	.006	.021	.074
	Faculty T/O	.075	.008	-.001	.007	.068
X_{16}	Extra Education	-.147	-.037*	.000	-.037*	-.110
	Years	-.233	-.065*	.004	-.061*	-.172
	MDC	.097	.032	.002	.034	.063
	Contract	.125	.022	-.002	.020	.105
	Mobility	.005	.016	-.001	.015	-.010
	Salary	-.213	.007	-.004	.003	-.216
	Inc. Ind.	.053	.071*	-.002	.069*	-.016
	Transl.	-.001	.022	-.002	.020	-.021
X_{17}	Disc	.018	.003	.007	.010	.008
	Assign. Att.	-.011	.023	-.003	.020	-.033
	Singratio Att.	.019	-.004	.011	.007	.012
	Collegial Solid.	.024	-.012	.003	-.009	.033







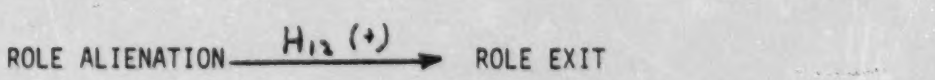


Figure 1: Decomposition of Causal Model of Role Alienation and Role Exit

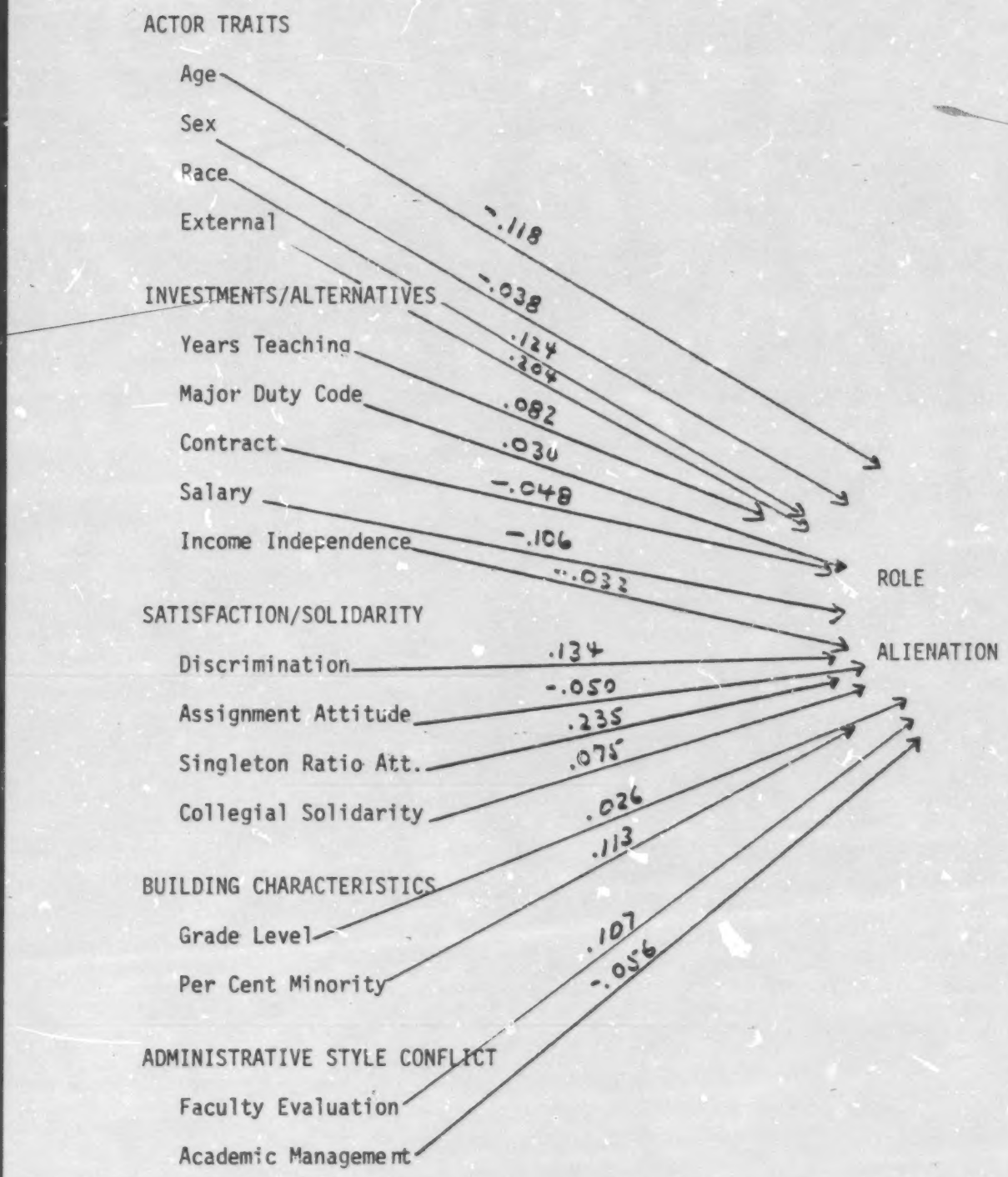


Figure 2: Revised Model of Alienation

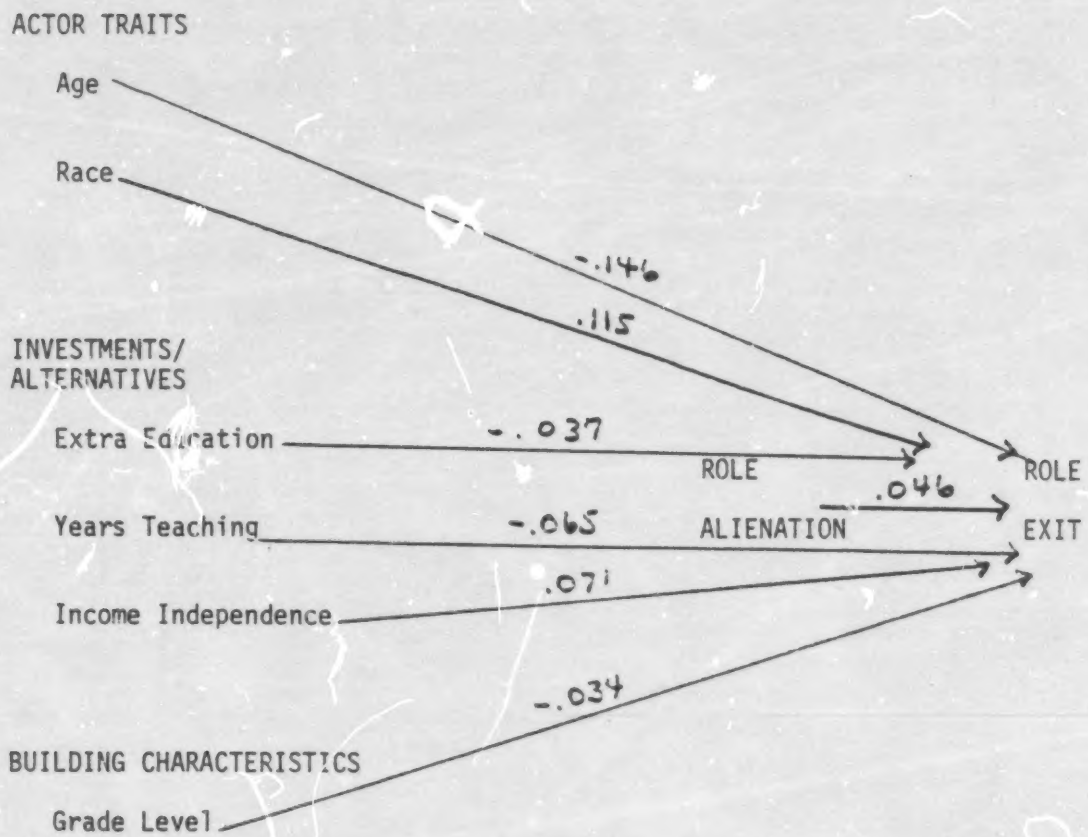


Figure 3: Revised Model of Role Exit (Quitting Behavior)